DOCUMENT RESUME

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ABSTRACT

The Cortland College Skills Center at the State University of New York, Cortland, helps students learn how they learn best, providing assistance in reading, writing, researching, listening, speaking, vocabulary, study skills, math, and standardized test preparation. Services are offered for learning disabled (LD) and handicapped students, and the center also provides information, workshops, in-class presentations, and materials for faculty. The 18 components of the Skill Center include: develop skill programs; hire and train instructors; conduct ongoing training sessions for tutors; administer exams orally to students having problems processing information visually; provide supplemental materials and workshops in skill development for faculty; give inservice workshops for elementary/secondary teachers; and give workshops for Cortland faculty. Significant achievements of Skills Center include: from the 1983-1984 school year to the 1987-1988 school year, the number of students receiving assistance at the Skills Center more than doubled; College Learning Center directors from 12 colleges visited the Center for purposes of implementing many of its services on their campuses; and a 2% increase of faculty referred students occurred. Recent changes in the program include an increased number of hours available for math tutoring, workshops of frequent demand repeated several time, and LD students taught to use WordPerfect on the IBM PC. Two center information brochures are attached. (SM)

ED306042

Title: Skills Center

Institution: State University of New York
College at Cortland

Contact person: Mariangela Chandler
Director of Skills Center
SUNY Cortland
P.O. Box 2000
Cortland, NY 13045
607-753-43409

Date adopted: August 1, 1983

Funded: presently by SUNY Cortland
orginally for first three years Federally funded
by Title III Grant

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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

1. Title: Skills Center

2. Program Description:

The Cortland College Skills Center helps students learn how they learn best. The Center provides assistance in writing, researching, reading, listening, speaking, vocabulary, study skills, math, and standardized test preparation for GRE, GMAT, NTE and TOFEL exams for students of all ability and achievement levels. Some students come to the Center through faculty referral, but most attend through self-referral. Students can participate in tutorial instruction, small group instruction, workshop instruction, program-assisted instruction, or computer-assisted instruction.

Additional services are offered for learning disabled and handicapped students. These services vary according to the individual needs of the students and include some or all of the following: pre-registration services, use of a tape recorder in class NCR paper for notes, untimed testing, written transcription for short answer/essay tests, oral dictation of test materials and taped texts through Association of the Blind.

Each year thousands of students take advantage of the Skills Center's free ongoing service provided by professional staff members. Students who have regularly attended the Skills Center have developed increased confidence in their abilities, have acquired independent learning skills, and have shown marked improvement in their grade point averages.

The Skills Center not only serves students but also provides information,workshops, in-class presentations and materials for faculty. Typical topics addressed include: Writing to Learn, Integrating Writing and Reading, Ways to Motivate Students, Appropriate Textbook Selection, Assignment Writing, Helping Students Become Better Listeners, How to Study Science, and Meeting the Needs of Learning Disabled Students.

3. The packet includes responses to all seven of your recomendations, plus our Skills Center Plan, data report on the students who attended the Center fall '87 and spring '88, extra data on the students with Learning Disabilities, and data on the students seeking math help. Also provided for the '87 & '88 school year are significant achievements and highlights, trends, changes and upcoming needs. Lastly attached are the Skills Center's Brochure and the Counseling Center's Brochure discussing special accomodiations for the Learning Disabled population.

4. Background:

The Skills Center was designed in 1983 to serve the new population of students lacking traditional skills and to increase retention and to improve faculty awareness of new teaching techniques.

5. Description of the project or program:

The Skills Center at SUNY Cortland serves a microcosm of Cortland's student population. Last year 3,089 different students out of a possibility of 5,600 attended the Center either to improve their existing skills or to develop new skills in areas such as computer literacy. These students crossed all the grades, ehtnic groups, achievement levels and handicapped populations that Cortland College serves - see attached charts of student population. The Center operates on a twelve months basis and provides teachers and syllabi for a five core course Summer Program for incoming EOP students. Six out of the ten instructors teaching these students are Skills Center Staff; the remaining four are two faculty from the Speech Department, one from the Biology Department and one from the Geology Department. Critical to the success of the Center is the professional staff component. Presently, one full-time Director, three full-time lecturers, two part-time lecturers and one graduate student make up the Skills Center's staff. These professionals deal with the whole person and serve as role models, counselors, advisors, and instructors to Cortland's student body. The Skills Center's Programs are designed to help students understand and improve their composing, comprehending, communicating, problem solving and thinking processes. These instructors diagnose writing, reading, speaking, studying and math problems and provide instruction and practice for improvement in all these areas. The relaxed atmosphere of the Center is accepting of students' frustrations such as "I hate math, I can't write, I am not good in Science," but intolerant of feelings of powerlessness. The staff shows students how they learn best, helps them become independent learners and gain empowerment over their lives.

For the first three years, the Center was funded by a title III Grant but for the past three years the college has taken on the responsibility of funding the Center. Students, faculty and administration continue to give strong support to the Skills Center.

6. Students often decide to come to Cortland because of the ongoing, free professional help provided at the Skills Center. Our program is nearly six years old and experiencing too much expansion for the limited resources provided. Attached is a report of 1988's findings, significant achievements, trends, changes and future needs. This program for the first three years was evaluated by an outside evaluator, Joel Richman, but for the last three years the Director of the Skills Center has taken on the responsibility of the evaluation. See Sections VIII and XI of attached Skills Center Plan to see what evaluation measures are used.

7. This past semester Cortland College experienced its lowest attrition rate since 1978, 4%, and the Skills Center has been cited as one of the major contributing factors. The Center is widely used, and greatly responsible for giving students increased coonfidence in their abilities, independent learning skills and increased grade point averages. Every semester the Skills Center experiences increased numbers of students and faculty using the services and more frequency of use. Last semester, the Director gave presentations in 32 different classrooms per faculty request, conducted twelve faculty workshops, six inservice workshops for high school teachers, spoke with twelve Learning Center Directors about how to implement Cortland's program on their campuses and spoke to hundred's of parents, Resource Room teachers and Guidance Counselors about how to better prepare students with Learning Disabilities for college.

However, if I were to insist on the one element our Center has which is critical to its success and which justifies its usefulness elsewhere, I would have to say its professional staff. Most of the staff members have been with the Center since its inception in 1983. They are responsible for the Center's credibility, constancy, and success. With them, the Center has experienced a continuity of excellence, and consistency of goals and expectations, a building of ongoing staff/student and staff/professor relationships, a cross section of professional skills and ongoing staff development. These professionals have a broad understanding of the student population and teachers' expectations and offer credibility amoung students and faculty for their expertise in learning theory. The staff also teaches other college courses i.e.- College Success, EOP Summer courses, Composition courses, and workshops for Math Competency. They participate in college forums, presidents conferences, and college committees, making them an intergal part of the college community at large.

For those who wish to replicate these services on their campuses, I strongly suggest that they keep services open to all student, faculty, staff and administrators, hire a professional staff not a student staff, maintain a relaxed open enviroment, help students become self-directed, independent learners, utilize all learning settings, regularly evaluate the programming offered with emphasis on teaching for learning and revise as necessary, encourage the administration's support of the Learning Center as a means of retaining students and maintaining the academic standards of the college, and finally continually work to discourage the image of the Learning Center as a "dumping ground" for academic failures. Instead, promote it as a Center for growth and development of existing skills and new needed ones.

Significant Achievements and Highlights of the Skills Center

1. From the 83', 84' school year to the 87', 88' school year the numbers of students receiving assistance at the Skills Center have more than doubled. A total of 1,063 students attended the Center during 83' - 84' school year. However, this past year 3,089 students received assistance, an increase of 2,026 students.

2. An ESL program coordinated and administered for the past two and a half years for Indonesian graduate students who scored below a passing 550 score on the TOFEL exam proved to be extremely successful. Five out of six graduated on time. The sixth graduated in January 87'. Three additional Indonesian students enrolled in graduate programs Fall 87' semester. The Indonesian Project administrators at Albany consider the Skills Center's Program a "model program" and have sent representatives to find out as much about the running of the program as possible.

3. Gained stronger bonds and better relationship with math faculty due to Alma Krause's "Reaching Out" campaign and John Sastri's low key approach.

4. The Skills Center staff provides instruction in math, writing, reading, study skills, listening and speaking to EOP pre-freshmen who are seen as being part of a high risk group because of certain skill deficiencies. As a result of the tremendous success we had with 45 students who mandatorily had to attend the summer institute, all 60 entering EOP students attended the summer '87 EOP institute.

5. In addition to giving diagnostic tests, offering assistance in math computation and lower level math courses such as Math 101, Math 119, and Math 120, the Math Skills Center has expanded its services to offering help in upper level math courses and math-related courses. Examples of the range of courses students have received tutoring in this past school year include:

NTE and GRE review, ED 462, Math 272, ED 360 Biomechanics, Chemistry, Measurements and Evaluations, Calculus A,B, Calculus 125, 227, Astronomy 150, Math 124, Econ 305, Psy statistics, Accounting

6. College Learning Center directors from twelve different colleges visited the Skills Center for purposes of implementing many of this Center's services on their campuses.

7. Several prospective students visited the Center to find out about its services, and, after discovering the Center was manned by professionals and open to all Cortland College students, they decided to attend the college.

8. During the 84' - 85' year 167 students received math assistance in the Math Skills Center. During the 86' - 87' year 327 students received math assistance. This past year 545 students received math assistance, more than three times the number who received help during the 84' - 85' school year.

9. Students representing forty-four different major areas of study attended The Center this academic year. The five majors representing 77% of our student population are as follows: Elementary Ed (21%), Physical Education 21%), Undecided (16%), Early Secondary Education (11%), and Management Science (8%).

10. A 2% increase of faculty referred students occurred. Faculty support for our services is strong and growing.

TRENDS

- More computer use due to increased writing requirements, GRE review, and grammar review
- Many under prepared Ed majors especially among transfers
- More time spent on advisement issues for students who have been misadvised or who are in academic trouble
- Freshmen, juniors and seniors all share about equal participation at the Skills Center; however, transfer students make nearly twice as many appointments as juniors who started at Cortland College. These students generally lack writing skills and effective study skills, so with intensive writing courses and "major" courses requiring more analytical thinking, transfers fall behind without a great deal of ongoing help.
- Each semester the center's total student population has increased; 93% of the students come to the Center on their own accord; the remaining 7% are referred by interested faculty
- Most students who come in for an entire semester on a regular basis do not feel the need to return to the Center the following semester for on-going help; ESL, LD and EOP students are the exceptions
- Most students hear about the Center from either their friends who have attended or their instructors who value its services
- Although learning disabled students make up the smallest group of students attending the Center, they utilize 43% of The Skills Center's hours.
- Each semester more faculty ask the coordinator to present lessons in their classes on a variety of topics. She gave 32 different presentations
- Most students attend the Center for two or more skill improvements; i.e. study skills, writing and math. Upper classmen, in particular, prove to need multi-skill assistance
- Several students consult with staff about course advisement concerns. Three staff members are advisors for exploratory majors, Dottie, Merri, and Mariangela
- The students repeatedly praise the Center, its staff, and materials
- The numbers of students in special population groups i.e. EOP, ESL, and LD, increase each semester and take up an incredible portion of our time.
- Students frequently express their desires for us to hire more staff and increase the number of available hours the Center is open because it becomes increasingly difficult for them to get as many appointments as often as they need. This past year we turned away 212 students because we were completely booked for as much as a month at a time even with 3 additional volunteer professionals offering 18 additional hours per week of service.
- Students often use the Center for studying as well as for receiving assistance in reading, studying and math.
- The Math Skills Center has continued to attract more students each semester, increase its number of regular appointments, and expand its services to meet the needs of the student population. Presently, no individual appointments are available. Each hour is filled with group instruction for 5 - 6 students at a time. The number of students attending The Math Skills Center has tripled in three years. To date 545 students attended with only 1 full time and 1 part-time tutor available for help. Furthermore, more students with math anxiety attended The Center to overcome it. Increased numbers of students from 101, 120, Calculus A, Biomechanics and Educ 380 classes required help.

Changes we've made this past year

- Because of the growing numbers of students doing poorly in Bio 110, 111 and Botany courses, the Skills Center offered bi-weekly study review groups covering what and how to study biology. Dr. Crook, a retired Colgate Biology Professor, volunteered to run these review sessions. He presently tutors 6 hours per week.

- Because of the increasing numbers of students lacking writing skills such as ability to summarize, paraphrase and synthesize and because of lack of staff to deal with additional students one-on-one, I trained two retired female volunteers to conduct (1) small bi-weekly writing groups covering how to write summaries and how to locate important points from various academic excerpts and (2) work a total of six hours a week tutoring students individually on rewriting drafts.
- Increased the number of hours available for tutoring in the Math Skills Center by 25 because of increased Elementary Ed majors needing help in math 101 and also the increased numbers of students requiring help in Math 119, 120, Math Competency Exam and several math related courses.
- Director conducted lessons in 32 classes from 10 departments on particular topics to gain "How To" approaches to studying particular courses or to begin collecting appropriate notes and making classification charts for major writing assignments.
- Repeated workshops of frequent demand several times i.e. NTE review, taking notes for research papers, interpreting graphs and charts.
- Creatively grouped students sharing similar writing, math, or study problems due to lack of available tutoring hours.
- Taught LD students to use WordPerfect on IBM pc. This move had a tremendous impact on their writing and thinking skills
- EOP students from summer program could not be required to attend Skills Center for the number of hours they needed because of loss of staff.

Needs to keep up with growing student population

Two full-time Math instructors to assist with College-wide competency requirement and general influx of students needing help in several math and math-related courses.

Ex. Math 101, 119, 120, 272, 124, ED 360, Biomechanics, Measurement and Evaluations, Chemistry, Astronomy 150, Economics 305, Psychology, Statistics, Accounting, NTE, and GRE Review.

Even with the additional 25 hours added to Math Skills Center, no spare hours for tutoring remained and several groups were formed because the available time alloted did not permit many students the luxury of individual tutoring. Both Alma and John creatively ran group review sessions matching common course/instructor and available student time for group tutorials.

One full-time secretary and 3-4 work-study students to man the desk whenever the Center is open. Without a secretary or receptionist at the desk at all times, the Skills Center will undergo complete chaos. Students sign in and out at the desk, pick up their folders, make appointments, are given appropriate software to use, get general information, have questions answered, receive assistance on the computer, etc.

Five - six full-time lecturers with computer skills to work in main Center tutoring the 3,089 students who currently attend.

One full-time LD Specialist to train faculty to properly administer their own exams to LD students who are entitled and to tutor the 45+ LD students who regularly attend the Center for reading, studying, writing, and math help. I've already spoken to six new students planning to attend in the fall.

One additional volunteer to tutor writing 10 hours per week will be added.

Two part-time tutors to assist ESL and EOP students requiring intensive, ongoing help with language and math skills.

Two graduate assistants to take care of already existing overflow of students unable to receive appointments in Skills Center and Math Skills Center.

More computers and software to serve the students in need of writing help, grammar review, and practice for the GRE, GMAT, TOFEL, NTE or Reading and Study Skills review.

We need to coordinate Math Skills Center's function and Math lab's function in Moffett so that students are clear about where to go to receive the help they need.

SKILLS CENTER'S PLAN

I. Develop skill programs in reading, writing, speaking, math, and study skills.

A. offer one-on-one tutoring

B. small group instruction

1. Study Skills
2. Brainstorming specific writing assignments
3. Bio 110 & 111
4. Bio 302
5. Mat 101
6. Mat 119
7. Mat 120
8. Mat 124
9. Calc A & B
10. Calc 1 & 2

C. workshops

1. goal setting
2. time management
3. notetaking
4. memory techniques
5. preparing for and taking objective/essay exams
6. test anxiety
7. reading rate
8. vocabulary expansion
9. techniques of research and documentation for specific subject matter/research papers
10. logical thinking/writing
11. preparing and presenting speeches
12. improving introductions and conclusions
13. listening skills
14. N.T.E. Review sessions in writing, grammar, general knowledge, and math
15. G.R.E. Review sessions in writing, grammar, vocabulary, math, and logic
16. Grammar Review sessions

C. workshops cont'd

17. organizing critical analysis essays
18. paraphrasing/summarizing
19. reading/writing semester long workshop
20. special workshop for transfers in WR classes
21. workshop in the Center for faculty to discuss writing, new CMPN program, or just exchange views
22. invite departments, faculty, and professional staff to focus on issues of interest to freshmen and transfers such as major progams, GE requirements, skill deficiencies, etc.
23. review for math competency

D. Small class instruction

1. college success classes
2. ESL instruction for Indonesian graduate students and U.S. undergraduates
3. EOP Summer reading/writing/math/study skills program

E. Independent Programmed Study

1. improving reading rate
2. improving spelling
3. expanding vocabulary
4. reviewing grammar

F. Computer Assisted Instruction

1. word processing
2. grammar drill exercises
3. vocabulary expansion
4. proofreading/editing
5. prewriting activities
6. spelling checkers
7. test taking (GRE, GMAT, NTE preparation)
8. typing instruction (Master Type)

G. Present in Cortland College classes lessons on

1. listening
2. computers for writing
3. research paper writing
4. improving introductions/conclusions
5. studying for and taking objective/essay tests
6. writing critiques
7. writing as a process
8. prewriting techniques
9. paraphrasing/summarizing
10. test anxiety
11. taking effective notes from lectures/textbooks
12. specifics about Skills Center's functions
13. how to study science courses

II. Hire and train Skills Center instructors in

A. tutoring all interested SUNY Cortland students in previously mentioned skills

B. using applicable diagnostic and instructional materials

C. assessing students' strengths and weaknesses

D. using effective one-on-one tutoring techniques and knowing the responsibilities of a tutor

E. small group instruction

F. planning and presenting workshops

G. tutoring the Learning Disabled student

H. computer uses

III. Select, train, and evaluate interns to tutor Learning Disabled and ESL students in

A. listening skills

B. spelling improvement

C. techniques of research

D. study skills

E. reading instruction

F. assisting in administering course exams

IV. Conduct ongoing training sessions for 50 peer tutors tutoring specific course content, 5 volunteers and 1 graduate assistant tutoring in Skills Center, and 7 undergraduate math tutors

V. Conduct weekly staff meetings for

- A. ongoing training
- B. schedule adjustments
- C. information sharing
- D. sharing recent research on skill development
- E. planning additional materials, group activities, workshops, and ordering needed materials

IV. Administer exams orally to students having problems processing information visually

VII. Supply the Center with appropriate

- A. computer hardware/software/typewriters
- B. texts
- C. tape recorders/tapes
- D. video equipment and tapes
- E. diagnostic/instructional materials
- F. general office supplies

VIII. Design and update evaluation techniques to measure

- A. student needs
- B. student progress
- C. Skill's Center efficiency
- D. instructors'/tutors' expertise
- E. quality of diagnostic and instructional materials
- F. faculty needs
- G. quality of instruction provided

IX. Provide supplemental materials and workshops in skill development for interested faculty and frequently visit class lectures in various disciplines to keep skill instruction relevant to tasks required in Cortland College classes

X. Coordinate efforts with the following departments to help minimize attrition at SUNY Cortland

A. Freshmen Experience
B. Office of Academic Advisement
C. Admissions Office
D. Registrar's Office (I have recently convinced this office to allow certain LD students to register early)
E. Dean's Cabinet
F. Faculty
G. Advisors
H. ECP Office
I. Career Planning and Placement
J. Counseling Center
K. Residential Life Office
L. Foreign student advisement office
M. SCAP Staff
N. College Success Instructors

XI. Record basic demographic information of the population of students the Skills Center assists

A. Track entering and existing student skill competencies
B. Record number of sessions, hours, skill areas covered, types of students, and number of students referred by faculty vs. attending on their own
C. Keep record of work covered in students' folders
D. Have students evaluate effectiveness of Skills Center and staff
E. Notify all involved faculty, advisors, and deans of students' progress
F. Have faculty evaluate progress of their students attending the Center's operation, and its staff

XII. Act as advisor/mentor for 15 exploratory majors

XIII. Act as consultant for college learning center directors who would like suggestions for managing learning centers

XIV. Give inservice workshops for elementary/secondary teachers interested in skill development

XV. Attend department meetings to keep faculty up-to-date on Skills Center's services

XVI. Participate in SUNY Cortland Committees

A. College Writing Committee

B. ESL (sub-committee of College Writing Committee)

C. Teaching/Learning Task Force

D. Faculty Senate

XVII. Retain membership in and attend conferences for:

National Association for Developmental Education (NADA)

N.Y. State College Learning Skills Association (NYCSLA)

International Reading Association (IRA)

Seven Valley Reading Council

Association for Supervision and Curriculum Development (ASCD)

National Council of Teachers of English (NCTE)

College Composition and Communication (CCC)

SUNY Council of Writing (representative for Cortland College)

College Reading Caucus

N.Y. State Reading Caucus

The Fifth Annual Conference on Writing Assessment

National Council of Teachers of Mathematics

Central New York Association for Learning Disabled

XVIII. Give workshops for Cortland faculty:

Writing to learn

Integrating writing and reading

How to help your students become better listeners

Effective teaching strategies

How to select the best text for your purposes

How to help your students study for your courses

Fall '87 and Spring '88
Report

Type of student	# of students	# of tutorials	% of tutorials	Hrs. spent/ % of total hrs.	Ave. time spent per student
Self-referral	2,865	11,746	93%	16,617/93%	5.8
Faculty-referral	224	672	7%	1,196/ 7%	5.3
Freshman	870	3,477	28%	4,453/25%	5.1
Sophomores	679	2,732	22%	2,672/15%	3.9
Juniors	865	3,477	28%	6,767/38%	7.8
Seniors	713	2,484	20%	3,741/21%	5.2
Grad Students	62	248	2%	178/2%	2.8
Learning Disabled	45	5,340	43%	6,525/37%	145 hrs.

Average length of session: 55 min. Tutor/student ratio: 1:6

Skills Center's Statistics on its Learning Disabled Population for the fall '87 semester

# of LD Students	# of hrs. staff spent administering course exams	# of hrs. students were tutored	Average semester hrs. each LD student attended	average week hrs. each LD student attended
33(who required tutoring) administration of course exams	825	1,650	75	5
12 (who required only tutoring)		540	45	3

Total hrs. spent assisting 45 LD students during the fall '87 semester = 3,015

43% of all our available hrs. were devoted to assisting these few students.

Skills Center's Statistics on its Learning Disabled Population for the fall '88 semester

# of LD Students	# of hrs. staff spent administering course exams	# of hrs. students were tutored	Average semester hrs. each LD student attended	average week hrs. each LD student attended
27 (who required tutoring) administration of course exams	702	1,728	64	4
18 (who required only tutoring)		1,080	60	3.8

Total hrs. spent assisting 45 LD students during the fall '87 semester = 3,510

43% of all our available hrs. were devoted to assisting these few students.

Math Skills Center Report Fall '87
Semester

Course	Number of Students
MAT 120 Intro to Analyses	66
MAT 111 Intro to Mathematics	72
MAT 124 Basic Concepts of Math	8
Calculus courses including MAT 121, MAT 122, MAT 124, and MAT 126	30
NTE & GRE Review (Receiving individual help)	10
NTE Review Workshop	55
Measurement & Evaluation and Bio Mechanics	10
Statistics (Math, Economics, Psychology)	5
Miscellaneous course and general review for Competency Test	36
Total	292

MATH SKILLS CENTER REPORT
Spring 88' Semester

Course	Number of Students
MAT 101	58
MAT 119	7
MAT 120	54
MAT 121 (Calculus A)	12
MAT 122 (Calculus B)	4
MAT 124	5
MAT 125 (Calculus I)	20
MAT 126 (Calculus II)	5
Miscellaneous (Biomechanics, Educ 380, Competency Test, Astronomy)	28
NTE Review Workshop	60
	253

SHEILA DAI
Coordinator of Disabled Student Services
Counseling Center
Box 2000
Van Hoesen Hall
State University College
Cortland, New York 13045
607-753-4728

ABOUT OUR SERVICES

Although we do ***NOT*** have a specific program for learning disabled students, the resources mentioned below have benefited those learning disabled students who have an understanding of their strengths and weaknesses and require periodic support.

ABOUT OUR RESOURCES

Overall, our resources can best benefit an individual who *does not* require ongoing, indepth support, but may need academic guidance and tutorial help with specific courses. A full evaluation with recommendations ***must*** be forwarded to this office to receive any academic modifications.

WHERE DO I GO FROM HERE?

- Once a student with a learning disability is admitted to the college, and voluntarily identifies him/herself to the counseling office, the following will be required:

- Written documentation from a learning specialist confirming the student's disability including test results, interpretation and recommendations for academic/personal support
- The student ***must*** contact the Counseling Center within the first ***three weeks*** of each semester so that advance notification and planning can be made on a timely basis.

WHAT SERVICES ARE AVAILABLE TO ME?

Providing that our office has been contacted, we can provide the following services, depending on documented need:

- Notification to professors confirming the learning disability and any special needs.
- Special carbon paper (NCR) can be provided as an aid in taking notes.
- Use of a tape recorder to record class lectures.
- Assistance in contacting the Office of Vocational Rehabilitation when needed, regarding benefits, services or funding concerns.
- We can arrange pre-registration to ensure that class schedules are best suited for individual needs.

WHAT ABOUT SPECIAL ACADEMIC HELP?

We do have a Skills Center that assists students in:

- Strengthening skills in reading, writing, studying and computation.
- Provides information on student tutors who charge on a fee basis.

Again, depending on documented needs, help is available in areas of:

- Oral dictation of test materials.
- Written transcription for short answer/ essay tests.
- Untimed testing (this can also be arranged between you and the instructor.)

A personal interview or visit is encouraged, especially before attending SUCC for the first time. This will allow us to provide these services on a personalized level and will help to better meet individual needs.

If you need further information or assistance, please feel free to contact the Counseling Center at 607-753-4728.

PLAN AHEAD

Make sure you have:

1. Contacted the Counseling Center if you require any of these services.

2. Forward a copy of your full evaluation which documents your disability. This should include all tests administered and the results and recommendations from a learning specialist.

3. Plan as early as possible. Many of these services require lead time to be coordinated in meeting your specific needs.

Additional Support Services:

Van Hoesen Hall:	
Planning and Placement	753-4715
Health Services	753-4811
Skills Center	753-4309
Miller Building:	
Advisement Office	753-4726

COUNSELING CENTER

STUDENT DEVELOPMENT CENTER

B-44 VAN HOESEN
753-4728

STATE UNIVERSITY OF NEW YORK
COLLEGE AT CORTLAND

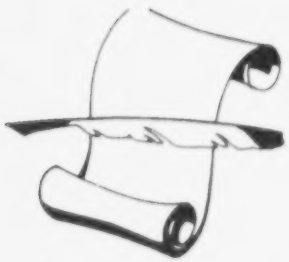
Cortland College Skills Center

MAIN OFFICE:
A-11 Van Hoesen Hall
Telephone (607) 753-4309

MATH LAB:
A-28 Van Hoesen Hall
Telephone (607) 753-2799

Writing

Skillful writing is essential not only for a successful education, but also for an individual's professional endeavors after college. Clients come to the Center for writing tutorials on their own or by referral of instructors throughout the college.



The Center will:

Tutor for overall improvement of writing skills:

- Brainstorming/prewriting
- Organizing
- Revising
- Proofreading
- Editing

Tutor for writing:

- Essays
- Research papers
- Critical analyses
- Summaries
- Critiques
- Syntheses
- Resume/cover letters
- Application statements
- Speeches

The Center will NOT:

- Be a correction service
- Write it for you
- Guarantee better grades
- Provide a 30-minute miracle cure

Instead, we offer friendly professional assistance to help *you* improve *your* work. Writing improvement takes time and practice.

Additionally, we offer:

Independent Services and Workshops

Independent Services:

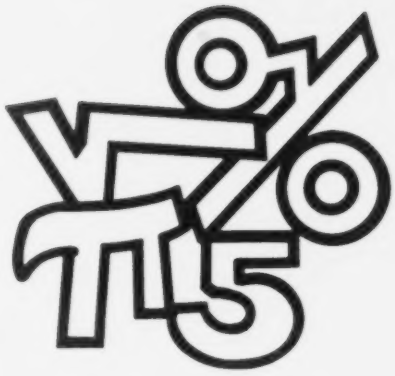
- Assessment of reading and writing skills
- Independent programmed reading rate and spelling practice
- Programmed computer instruction:
  - grammar
  - spelling/vocabulary
  - proofreading/editing
  - word processing
  - standardized test-taking

Workshops and Groups:

- Grammar review
- Study skills groups
- Research paper workshops
- Understanding what you read: summarizing, paraphrasing, inferring
- Logical thinking
- NTE review
- GRE review
- TOEFL review
- ESL support services

MATH

The goal of the programs offered in the Skills Center Math Lab is improvement of students' basic mathematical abilities. A variety of instructional methods are used, according to student needs.



MATH LAB A-28 Van Hoesen

A-11 Van Hoesen
753-2799

Areas of Instruction:

- *Basic computational skills/word problems
- *Math 101 — Introduction to Mathematics
- *Math 119 — College Algebra
- *Math 120 — Pre-calculus
- *Math concepts for science courses (example: scientific notation in astronomy)

Forms of Instruction

*One-on-one tutorial *Small group (according to specific courses) *Independent programmed learning

Study Skills and Reading

In addition to the necessary conceptual and informational instruction in specific academic disciplines, all college students can benefit from the development of foundation skills. Improvement of reading and study skills pays dividends for all students, regardless of academic major.

Study Skills:

- *Listening and note-taking
- *Test-taking strategies
- *Test preparation
- *Test anxiety
- *Study strategies
- *Concentration and memory
- *Time management
- *Study skills assessment

Reading Skills:

- *General reading skills tutoring — rate and comprehension
- *Reading textbooks effectively
- *Reading for specific courses
- *Vocabulary building
- *Additional services for the learning disabled

INTRODUCTION

The Cortland College Skills Center provides academic support to students of all ability and achievement levels through tutoring in writing, study, reading and math skills. For more information or to make an appointment, call the Center at 753-4309, or stop by A-11 Van Hoesen.

- *Professional staff
- *No-fee basis
- *Serving undergraduate and graduate students
- *One-on-one instruction
- *Small group instruction
- *Workshops

Students may use the services of the Center through self-referral or referral by an advisor or faculty member.

Skills Center

A-11 Van Hoesen
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